



English, Culture and Diversity



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Realização:



FULBRIGHT

Apoio:



WORKSHOPS

The Art of the Application: Perfecting Your Resume in English

Javanna Sharpe-Young

Fulbright and Universidade Federal de Catalão (UFCAT)

This is an interactive workshop for students who want to improve their job and/or academic resume writing skills. Participants will learn about the structure of resumes in the United States, including essential components, different types of resumes, cultural expectations and effective examples. Finally, participants will engage in speaking and writing activities that apply what they will have learned.

Gender and Language

Macarthur Morris

Fulbright and Universidade Federal de Uberlândia (UFU)

In this workshop participants will receive a preliminary introduction to the usage of gender neutral language and pronouns in contemporary American English. With this framing our conversations, we will also pose together more general questions about the function of language, its relationship to gender, and the (ir)regularities that might be actively shaping their relationship.

Possibilities of “Counterstory”: Internationalization at Home Through Research and Debate

Henri A. Hodge (ETA)
Maura Corrêa Netto da Silveira
Gian Lucas Nunes Marques
Ederson Rodrigues Ripardo
Hellen Rangel Barboza
Leonardo Guilherme Camargo da Silva
Mariana Ferreira Gonçalves

Mentor: Professor Kátia V. Morais

Curso de Licenciatura em Letras - Línguas Adicionais: Inglês, Espanhol e Respectivas Literaturas, Universidade Federal do Pampa, Campus Bagé, Rio Grande do Sul

In this workshop, we present Aja Martinez’s pedagogical use of Counterstory to foster a debate on the use of narrative and Critical Race Theory (CRT) as a way to engage in internationalization at home. Our objective is to empower honest dialogue as a premise for knowledge building and exchange. The question to be answered in the workshop is “How can the study of the pedagogical possibilities of ‘Counterstory’ foster internationalization at home as an English Teaching Assistant and Brazilian undergraduate students grapple with CRT concepts?” In order to do that, we introduce the concept of “Counterstory” in Martinez’s perspective. She posits that “Counterstory is a methodology that functions through methods that empower the minoritized through the formation of stories that disrupts the erasure embedded in standardized majoritarian methodologies” (2020, p.3). Then, we present its CRT tenets as well as some examples from the book to promote discussion on its pedagogical applications.

SYMPOSIA

TOPIC 1: Language, language and culture in internationalization

English Language Teaching for Critical Internationalization Purposes: Experiences within Language without Borders

Nayara Stefanie Mandarino Silva

Universidade Federal do Paraná (UFPR)

Upon analyzing the paths universities have been taking regarding internationalization, authors like Brandenburg and de Wit (2011) and Knight (2014) advocate for redefinitions of the process. The critical internationalization studies seek to question neoliberal interests and enduring colonial patterns (STEIN, 2019) and promote alternatives. Recognizing the importance of languages in the internationalization process, I explore English language teaching from my experience within Languages without Borders (LwB). I aim, therefore, to analyze three of the English courses I developed in 2020 so as to understand the efforts towards a critical internationalization – considering how I delinked and reproduced coloniality (MIGNOLO, 2007). This is a qualitative study characterized as an autoethnography (ERIKSSON, 2010). The results point out that the dominant perspective is that internationalization produces global solidarity – in line with Stein’s (2019) classification –, due to the frequent search for problem resolution.

Translingualism in Bilingual Education

Brenda Mourão Pricinoti and Rafaela Cristina de Souza Silva

Universidade Federal de Uberlândia (UFU)

Due to the overvaluation of the English language, more investment is being made in English language learning beginning in kindergarten. Accordingly, many parents opt for bilingual education, as they see it as a means of preparing their children for the global market. Nevertheless, the curriculum in nursery and elementary schools in Brazil, which provide bilingual education, frequently promotes monolingual approaches. These methodologies tend to disregard the linguistic diversity of individuals and rely on traditional methods that are rooted in a structuralist view of language. Canagarajah (2013) contends that translingualism is the norm when learning languages. In this process, individuals use all available repertoire for communication, including mixing languages, creating new words, gestures, visual elements, body language, and facial expressions to construct meaning. Hence, translingualism should be included in schools' curricula, as it provides a more empathetic learning atmosphere while valuing all kinds of communication.

Hegemonic Languages under a Decolonial Perspective and Forms of Linguistic Resistance

Sarah Casado

Universidade Federal de Uberlândia (UFU)

The hegemonic languages, such as English, Spanish and French today, have the power to shape the way in which interpersonal relationships and between countries take place. In order to understand these mainly political effects for the Global South of having a hegemonic language, a linguistic-literary analysis will be made about the relations of power and the resistance of people who were colonized and who today have as their official language any of the hegemonic languages. In addition, to complement the study of resistance, the factors that lead a given language to gain global relevance, such as Mandarin recently, will be identified in order to understand the chances that peripheral languages may have of gaining more space.

English Teaching and Learning: Southern Perspectives for Internationalization

Laura Queiroz Corrêa and Maria Luisa Nobre Borges

Universidade Federal de Uberlândia (UFU)

Concerning the fact that English has the status of an imperialist and global language, being nowadays considered a lingua franca, used and adapted for “aspects of communication, business, academia and education” (ZENG; PONCE; LI, 2023, p. 1), this presentation aims at reflecting on English teaching and learning in Brazil and its relation

with internationalization from a perspective from the Global South. For that, we will first discuss concepts of language and teaching that take into account the interdisciplinary and transgressive studies in Applied Linguistics. Then, we will present some results of an initiative that focused on the relation between ‘race’ and ‘English textbooks’ so as to defend the need to transform the regimes of visibility and enunciability in the processes of language learning as a way to build more pluralistic and democratic views on internationalization.

Born and Raised in Texas-Brazil: Critical Notes of an International Brazilian Citizen that Has Never Been Abroad

João Victor Gonçalves

Universidade Estadual do Mato Grosso do Sul (UEMS)

U. U. C/Capes - Residência Pedagógica - Língua Inglesa

My name is João Victor Gonçalves, I am 20 years old, and I was born and raised in Chapadão do Sul, a countryside town in Mato Grosso do Sul, a Brazilian city that takes pride in being a parody of Texan culture. During my childhood, the English language and the Texan culture were always implicitly and/or explicitly signaled in the lives of people from my hometown. The streets, the festivals, schools, the companies and wherever in the city, these signifying elements were there. On the other hand, in my immediate family I was supposed to live another signifying spectrum. It was like I was born Brazilian but immersed and transplanted to another culture and language every home living. Until then everything was natural for me, but as soon as I got to know other cities and States, I felt like an unknown and apart Brazilian. That became the English Language and The Texan Culture two signifying elements of refuge and weirdness. With them I could: 1) perceive myself ambiguously; 2) connect and disconnect myself with other national and international cultures that helped me to know and to distinguish who I am; 3) and to develop a critic view of what does it mean to be Brazilian and “sul-chapadense”. Does that mean that I am part of an international world? That question has intensified when I began to study Letters and Linguistics at the university, where I started to reflect about the utterance places I have been anchoring my speech. Through an experience report and in an ethnographic perspective anchored in Critical Applied Linguistics, I aim to reflect on that question while problematizing what it means to be a bilingual, transcultural and an internationalized person. I believe that my narrative can contribute to provoke new conceptions of culture, language, and local reality in internationalized times.

Internationalization at Home: Sharing Cultural and Language Perspectives in a Course for Multilingual Teenagers

Maíra Sueco Maegava Córdula

Universidade Federal de Uberlândia (UFU)

This paper presents a discussion on the concept of internationalization at home considering the participation of international students from a federal university in Brazil who were invited to record videos talking about some cultural aspects and share experiences of their lives, as regards the following topics: traditional clothing, daily routine, music instruments, housing, food and shopping, information and directions, and travel plans. These topics are present in the material used in the project, called “Multilingual Teenagers”, aimed at 11 to 14 year-old students. In this course, these teenagers get in contact with three languages besides Portuguese: English, French and Spanish. In this context, we can state that the international students have the opportunity to act as agents of change and the teenagers have the chance of interacting with cultural and linguistic diversity.

TOPIC 2: Tensions and solutions in internationalization

Decoloniality and Internationalization of Higher Education Institutions

Walkiria Felix Dias and Rebecca Alves Araújo Cruz

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Our study aims to analyze how research in Applied Linguistics (AL) thematizes, in its theoretical and methodological framework, the relationship between the internationalization of Higher Education Institutions (HEIs) and decoloniality. Drawing on the theoretical reflections of Indisciplinary AL studies, which posit inter/transdisciplinary dialogues and a notion of language as a social and situated practice permeated by power relations, we conducted a qualitative and interpretive research, selecting four articles published in Brazil between the years 2018 and 2021, in order to understand how scholars have meant the relation between internationalization and decoloniality. Through our analyses, we outlined four sub-themes that point to regularities of meaning in the corpus, namely: i) internationalization as an increasing global requirement for Higher Education; ii) internationalization as a fluid and evolving concept; iii) internationalization as a predominantly colonial movement; and iv) decoloniality as an alternative for rethinking a different kind of internationalization. Based on this overview, it is understood that the dialogue between studies on internationalization and decolonial studies can contribute to the creation of less hegemonic and more pluralistic models regarding internationalization in/of Higher Education.

TOPIC 3: *Governance and Institutionalization of Internationalization*

Mapping Internationalization at Home in Brazilian Higher Education Institutions

Valeska Virgínia Soares Souza

Universidade Federal de Uberlândia (UFU)

This is mainly qualitative research in the scope of internationalization of Higher Education, with a focus on internationalization at home (IaH). It aimed to map the internationalization practices at home of the Brazilian HEIs participating in the research and learn about the perceptions of the participants regarding higher education internationalization and internationalization at home in the institutional environment. The 81 answers to the questionnaire allowed the identification of recurrent themes, namely: barriers and difficulties in the implementation of actions, besides the scarcity of funding and government resources; awareness of what can be done in terms of IaH, especially in the favorable context of the pandemic, which forced institutions to think of different ways to internationalize without physical mobility; institutions in embryonic and incipient stages showing awareness of the importance of IaH; and the importance of an inclusive, Afrocentric, decolonial, multicultural, plurilingual perspective and for global citizenship.

TOPIC 4: *Internationalization in teaching, research and community outreach*

Internationalization at Home: Experiences in a Graduate Course

Cristiane Carvalho de Paula Brito

Universidade Federal de Uberlândia (UFU)

According to Knight (2008) and Rocha and Maciel (2016), local internationalization, or internationalization at home, should contemplate the insertion of intercultural and international dimensions in the process of teaching-learning as well as the reconfiguration of identities and subjectivities. Taking this into account, this work aims at discussing the experiences of two professors in teaching an online course in English in a graduate program at UFU. The course – Decoloniality and Language Teaching – focused on the: study of decolonial thought and of South epistemologies; reflection on the implications of decolonial thinking, language teaching and the production of teaching material; problematization of the notions of language, meaning, teaching-learning, power and knowledge, among others. The decision to teach it in English was motivated by the need to encourage the local/at-home internationalization movement by establishing a space for translingual and intercultural practices.

Professional and Personal Perspectives on Internationalization at UFU and Elsewhere: Towards Meaningful Practices on Study Abroad Researches and Practices

Gilmar M. F. Fernandes

Universidade Federal de Uberlândia (UFU)

Ian Craig (UWI)

John L. Plews (SMU)

In the past few years, the internationalization (i18n) of higher education has been widely discussed, as it raises critical issues when it comes to better practices towards international education and Study Abroad (SA) in particular contexts around the globe. To enhance the understanding around internationalization at UFU and abroad, and to place new emphasis on the issues it brings on, this symposium aims at sharing the discussions and reflections made by a Brazilian professor from UFU in partnership with the Global Collective for Study Abroad Researchers and Administrators (GCSARA). Based on personal and professional reflections, this meeting will share perspectives on SA and i18n with scholars, practitioners, administrators, and student participants as for evoking a critical turn on these topics, particularly in the Global South.

TOPIC 5: Research and studies done abroad: reports of experiences

Sustainable Innovation in Supply Chains: International Experiences

Veronica Freitas de Paula

Universidade Federal de Uberlândia (UFU)

From 2019 to 2022 I had the opportunity to participate in three international activities with funding from the UFU-CAPES.PrInt project. I had one work mission in Finland in May 2019 (15 days); and two three-month visiting professor positions, one in the UK (December 2019 to February 2020), and one in the US (November 2022 to January 2023). All of them were developed as part of the “Supply chain innovation and new markets: impacts on brand management with regional, national and international focus,” included in Project 5 – Socioenvironmental innovations and challenges in the Brazilian Cerrado’s modernity and its links to a sustainable economy, theme: Social Dynamics, Quality of Life, and Health. From these experiences, we built collaborative teams that have been working together to develop joint research, funding, and research proposals, as well as scientific articles and book chapters.